

PART III THE LAST QUESTIONS

THE CONSEQUENCES OF MONISM

A REALITY AS UNITY - GOAL OF THINKING.

- a) Monism, its unity in experience.
- b) Man's separate existence. Unity of Man / Universe by Intuitive Thought Experience.
- c) Knowledge of Reality: Goal of Thinking.
- c') Inferential metaphysics from false view of Thinking.
(TH embraces subj. & obj.)
- b') The Concept = Something Real (Org. Princ. in Nature)
(in abstract form: subjective, unreal)
- a') Reality = unity of (C given subjectively
(P given objectively.

B REALITY IN ITS TRUE SHAPE LIVED IN BY THINKING.

- a) Idealist vs Monist (+) on role of TH in grasping reality
- b) M: TH process finds reality in C + P. (No hypos or metas)
- c) Reality is IN experience not beyond. D vs M.
- d) Cognition grasps reality in true shape.
- d) Self-perception: many single isolated individuals.
One world of Ideas experienced via Thinking.
- c') Perception separates -- Thinking unites.
- b') To live in reality by Thinking .. To live in God.
'Beyond' is always inferred, never experienced.
- a) Dualists - their abstract inferences.

C REALITY DISCOVERED IN THE WORLD -- NO BEYOND.

- a) Experiencable reality contains its own explanations.
Real TH demands no metaphysical concepts.
- b) UNREAL: (percepts without concepts - (data science)
(concepts without percepts - (meta-Ideas)

D FREE MAN MAKES REAL: INTUITIVE IDEAS IN ACTION

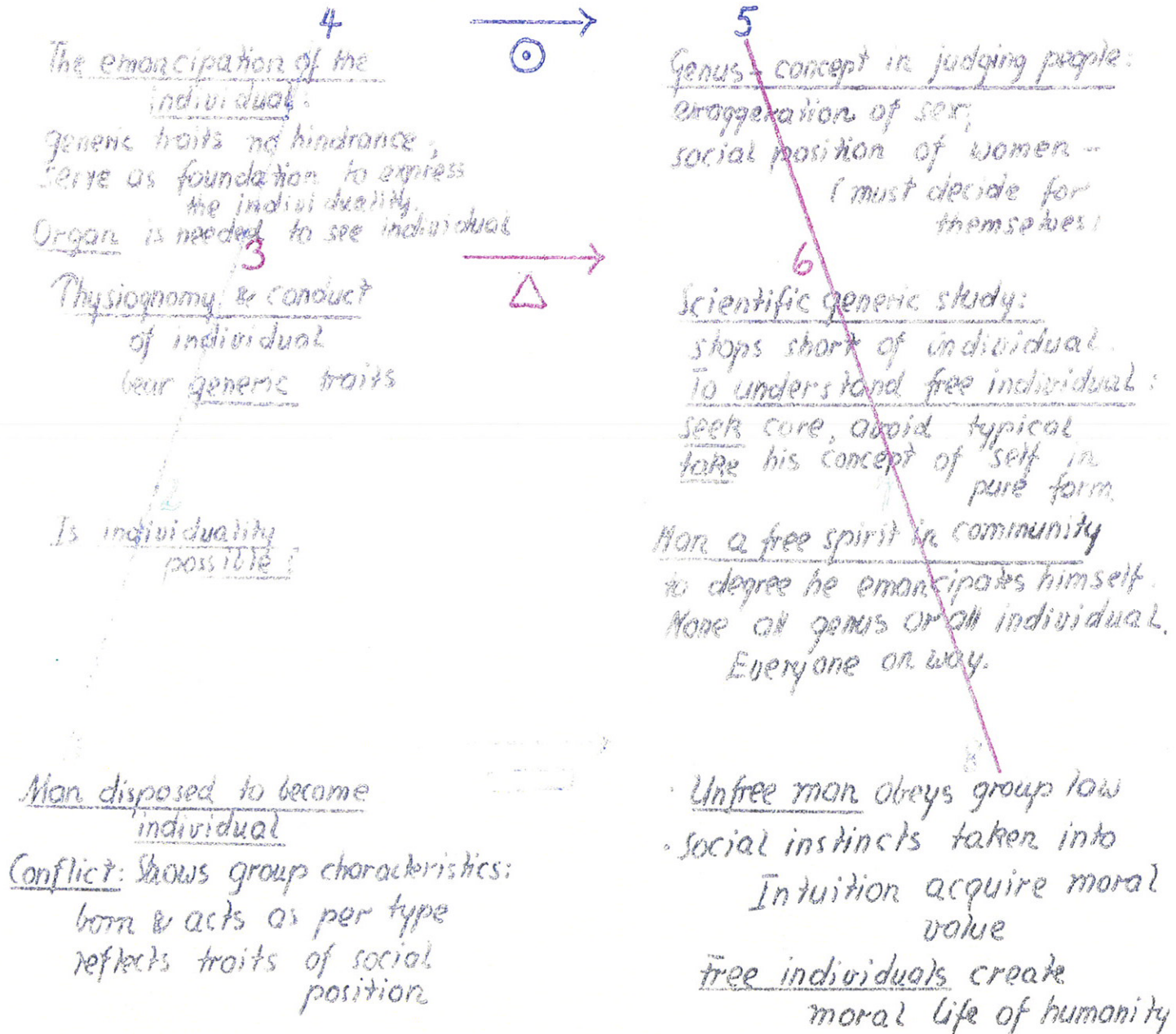
- a) Aims of human action only from within (via Intuition)
No meta-ruler with commands from outside.
- b) Man thrown back on himself: if not to be ruled by others
must give himself his motives.
- c) Free Man selects Idea-impulses for action from
Idea-world and translates them into reality.

Chapter XIV - 8 P - Individuality and Genus

A. Generic Traits and the Emancipating Individual

B

The Individual within the Community



PART III

THE LAST QUESTIONS (DIE LETZTEN FRAGEN)

THE CONSEQUENCES OF MONISM (DIE KONSEQUENZEN DES
MONISMUS)

GESTALT: Four lengthy paragraphs in simple four-step progression, whose structures emerge from their sentence counts. Here we have subtitled each group of sentences, showing with letters and their primes the development and correspondences within each paragraph.

The Consequences of this Philosophy of Spiritual Activity place man in a fourfold relation to Reality.

These are: Reality in Cognition, in Life, in the World,
and in Deeds.

This final survey of the results can, pictorially speaking, be experienced as the vital germinal point which the reader takes with him as force. In time, if properly cultured, it can grow and mature into that form which man potentially has within him.

ON THE RIGHT VALUATION OF QUOTATIONS
AND HOW THEY MIGHT BE USED IN STUDY SESSIONS.

A properly excerpted quotation is in itself a totality. It must be an organic form if it is to come to life in the reader. If improperly read, that is merely read for what happens to impress one, misinterpretation is inevitable. And being out of context, it is without protection and defenseless. Hence length can be of value, besides calling forth some effort on the part of the reader.

The quotes derived from lectures are quite distinct in style. The particular audience in question should be imagined as participating in the formulations; also the repetitions recognized as part of the listening process in spacious halls. Nevertheless, organic structure can be found in the spoken word as well as in the written word.

Many special points have been clarified by the author in lectures to intimate audiences, in ways not possible in books for the public. Oddly enough, some rather esoteric observations were made to public audiences, as in the case of quote 13, on the relation of the author, the book and the student.

Experience has shown that an introductory theme is good in opening a meeting devoted to study of a book. A reference by the author to his book or one on the importance of study and right methods, with some discussion, can effectively set the mood for concentrated work.

Special assignments for homework between weekly meetings are often just the thing that brings out certain students. Their reports on a key-paragraph or good excerpt can rouse the sense of achievement needed to stir the will and courage to take part. -- A note-book of quotes collected by a group from corollary readings is in itself a community-building impulse. However, their study-value depends a good deal on the way each is composed and typed out. If one observes closely, some care has been given here to the sub-paragraphing of longer quotations. A rough attempt has been made to feel out the metamorphic development of the Idea-picture, and to indicate this by breaks. When it is possible to do this, the whole reads in a more flowing way and makes quite another impression.

The serious study of an organically composed paragraph is always an exercise of the intuitive capacity. A living Idea, characterized from varied aspects, is inherent in it; and can come to life in the reader because it is composed in a living way. But it is a matter of the student knowing what he is after: mere additional information, or a true 'intuitive experience' of an Idea. The latter comes as a burst of insight and can stir the circulation down into the toes or affect the breathing. The former takes place between the ears, if at all, and at most stirs the critical faculty and rouses its spirit of contradiction.

QUOTES BY RUDOLF STEINER

A ON THE "PHILOSOPHY OF SPIRITUAL ACTIVITY"

1. ON HIS BOOK BY THE AUTHOR THE YEAR HE WROTE IT
From a Letter to Rosa Mayreder 1894
2. STUDY IS THE FIRST STAGE ON THE PATH OF INITIATION
Theosophy of the Rosicrucians 1907
3. ON THE FAITHFUL REPRODUCTION OF THE THOUGHTS IN THE
'PHILOSOPHY' JUST AS THEY ARE GIVEN
Gospel of St. John (Hamburg) 1908
4. EXACT THINKING: BASIS FOR NEW CLAIRVOYANCE
Occult Foundations of the Bhagavad Gita 1913
5. MORPHOLOGICAL THINKING AS THE STAGE BEYOND ORDINARY SCIENTIFIC
THINKING. ITS DEVELOPMENT IN MEDITATION AND USE IN
THE WRITTEN STYLE OF THE BOOKS
Paths to Higher Knowledge 1921
6. INTUITION: MODERN AND ATAVISTIC * INDIVIDUAL vs. GROUPS
Educational Youth Course 1922
7. THE DIVINITY IN WILL-FILLED THINKING AND THE GOD-FORSAKEN
PASSIVE THINKING - MOST PEOPLE LOVE
Educational Youth Course 1922
8. ON THE CREATIVE WILL ELEMENT IN ANTHROPOSOPHICAL THINKING
AN APPEAL TO YOUTH WHICH REJECTS MODERN INTELLECTUALISM
Educational Youth Course 1922
9. THE INDIVIDUALITY EXPERIENCED IN THE LIFE OF PURE THINKING
Educational Youth Course 1922
10. ON THE NEW THINKING & THE NEW WILL AND THE IMPORTANCE
OF READING IN THE RIGHT WAY
New Thinking and New Willing 1923
11. WE THINK WITH OUR SKELETON - WHEN WE THINK CONCRETELY
Mystery Centers of the Middle Ages 1924

continued

B. ON STUDY OF THE BOOKS AND THE ANTHROPOSOPHICAL STYLE

12. WHY THE BOOKS ARE WRITTEN AS THEY ARE. ON THE EFFORT
WHICH MUST BE MADE TO STUDY ANTHROPOSOPHIC LITERATURE
IN THE RIGHT WAY
Why is Spiritual Investigation Misunderstood? 1916
13. THE AUTHOR, THE BOOK AND THE STUDENT
Human Life in the Light of Spiritual Science 1916
14. THE WRITTEN WORKS AS SUBSTANCE FOR MEDITATION
Knowledge of Higher Worlds revised 1918
15. THE NEW THINKING, ITS ARCHITECTURAL-SCULPTURAL CHARACTER
Sources of Artistic Phantasy and Sources of
Supersensible Cognition 1918
16. THE PROPER STUDY OF ANTHROPOSOPHY AS THE REAL SOURCE FOR
UNITY AND TOLERANCE
Community Building 1923
17. ON THE SOBER AND DRUNKEN STYLES IN LITERATURE
Workers' Lectures: Nature and Man 1924
18. MY DRY MATHEMATICAL STYLE
The Course of My Life 1924
19. ON THE MATHEMATICAL NATURE OF MODERN SPIRIT-KNOWLEDGE
The Course of My Life 1924

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20. THE SUBJECT MATTER, THE SUBSTANCE AND THE ORGANIC SHAPE
Two Quotes: from Goethe and Albert Steffen